



Introduction

Parents are the first and most important educators of their children and LPEBL works in partnership with them. While relationships and sex education (RSE) is primarily a matter for parents to impart privately in the home, certain aspects are delegated by them to their children's everyday education in school and in this context it is important that the School lays out the scope of such education to parents.

Definitions

Within this policy, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

RSE is not about the promotion of sexual activity.

Aims

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019, updated September 2021). In drawing up this policy, we have ensured that it meets the needs of pupils and parents within our school and reflects the community we serve.

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of RSE at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Inform children on matters of personal hygiene and related health issues
- Provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSE curriculum
- Prepare pupils for puberty, and give them an understanding of sexual development
- Provide knowledge of human reproductive processes
- Support pupils to grow into confident, caring, responsible and respectful young citizens
- Involve and respect parents in the provision of RSE in recognition of their role as primary educators of their children.

By the end of Year 6, pupils will have covered the following:

- Families & people who care for me
- Respectful relationships including friendships
- Being safe
- Mental wellbeing
- Internet safety & harms
- Physical health & fitness
- Healthy eating
- Health & prevention
- Basic first aid
- Drugs, alcohol & tobacco
- Changing adolescent body
- Human reproduction

Curriculum

Department for Education guidance states that all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum, which includes knowledge of the main external body parts, the changes as humans develop to old age and reproduction in some plants and animals.

At LPEBL, RSE is embedded within the Personal, Social, Health and Economic (PSHE) education curriculum and will be adapted when necessary. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Circle times
- Assemblies
- Stories

We have developed the curriculum taking into account the age, needs, physical and emotional maturity of pupils as well as religious and cultural backgrounds of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Opportunities will be provided in Year 6 for separate lessons for boys and girls on physical changes, conception and birth. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

A summary of the coverage of the RSE curriculum is set out in Appendix A.

Delivery of RSE and Dealing with sensitive issues and difficult questions

Differing personal and family circumstances, and varying levels of maturity mean that the teaching of RSE must be approached with particular sensitivity and in an age appropriate manner. Ground rules will be formed and will be made clear in all lessons in order to create and protect a supportive and respectful arena for discussion and study. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including lunchtime and play time. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Given the considerable ease of access to information online, the school recognises that it is vital to provide a safe environment for pupils to seek answers to their questions. Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing or creating a time to talk to a child individually will be used. Children may also be signposted back to parents and the teacher will contact the parents to give a context to the conversations that have been held in class.

Some questions may raise issues that are not appropriate for classroom discussion. Examples might be questions or comments that: suggest an unusual interest in or knowledge of inappropriate subject matter; hint at abuse; are tendentious; are personal. They will be followed up appropriately and sensitively outside the classroom in consultation with the Designated Safeguarding Lead and parents, if required.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Roles and responsibilities

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and ensure it is reviewed annually
- Liaise with parents when necessary
- Disseminate information to staff

- Respond to individual problems experienced by children, enlisting external agency support if appropriate
- Ensure the appropriate curriculum is taught for each year group, and to ensure some separate lessons (boys and girls) for the topics of personal changes, conception and birth.

Staff: All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Monitoring progress

Class teachers are responsible for teaching RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Parents' right to withdraw

Parents have the right to withdraw their children from the Sex Education element of RSE except in the case of elements which are required to be taught in schools by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head. Page 17 of the DfE guidance provides further details on the right to be excused from sex education (commonly referred to as 'the right to withdraw'). Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Assessment

Whilst there is no formal examined assessment for these subjects, teachers will assess outcomes informally, for example, through class discussion and observation, in written assignments or self-evaluations, to capture progress. Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

Complaints Procedure

Any complaints or concerns about the Relationships Education programme should be made to the headteacher. Parents can choose to follow the School's complaints procedure if they feel things are not resolved.

Monitoring arrangements

The delivery of RSE is monitored by the headteacher through planning scrutinies, learning walks and staff meetings. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the proprietor and a draft will be sent to parents for consultation before it is adopted.

Parents Consultation

The School will consult with parents when developing and reviewing its policies for relationships and sex education, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered. This consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward. The School will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

Date of adoption of this policy	20 March 2024
Date of last review of this policy	5 March 2024
Date for next review of this policy	5 March 2025
Policy owner (SLT)	Headteacher and English Coordinator
Authorised by	Headteacher and Proprietor

APPENDIX A

Relationships and sex education curriculum map

RELATIONSHIP EDUCATION

Families and people who care for me

Children will learn:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children will learn:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.



- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children will learn:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children will learn:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Children will learn:

- what sorts of boundaries are appropriate in friendships with peers and others;
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.



- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

STATUTORY SCIENCE CURRICULUM CONTENT

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans

- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

PHYSICAL HEALTH AND MENTAL WELLBEING

Mental wellbeing

Children learn:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.



- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Children will learn (Years 3 to 6):

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Children will learn:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Children will learn:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco (Years 5 and 6)

Children will learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Children will learn:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Children will learn:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body (Years 5-6)

Children will learn:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

We will review the age at which puberty is introduced depending on the needs of each cohort. We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

SEX EDUCATION AND TRANSITION (Years 6)

Sex Education is defined as learning about 'how a (human) baby is conceived and born'. This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education. Understanding about sexual



reproduction in humans enables children to understand the processes of puberty.

The challenge here is to find a balance between pre-empting physical changes that will affect a number of children, and taking into account the emotional maturity of different children. This has a bearing on how much information can be discussed and handled appropriately.

- In Year 6 the Science curriculum will look at conception and the development of the foetus until birth.

Our teaching in Sex Education will be tailored to the needs and physical and emotional maturity of the pupils. Opportunities will be provided for separate lessons for boys and girls.

A letter will be sent to all parents in these year groups informing them of the content of these lessons and requesting permission for their children to attend.

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.